

# Study on College English Teaching Modes in Education Informatization Era

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**Abstract.** Information technology has changed almost all fields of our social life and this means the arrival of information era. The development of the information technology in education brings a profound revolution to the traditional teaching mode and foster the reform of college English education. However, there appear some problems in the teaching reform. This paper, based theoretically on cognition and second language acquisition theory, discusses the importance of education informatization in improving students' knowledge construction and language learning environment, and searches for the construction of new teaching modes to solve the problems and improve the efficiency of classroom teaching in practice.

## Introduction

With the rapid advancement of Internet technology, telecommunications and artificial intelligence, information technology has come into all fields of peoples' social life and has been changing the way of thinking and life style. There is no exception in education. Education informatization provides broad space for the new round of teaching reform and stimulates all-round innovations in education. At the dawn of the 21st century to promote the construction, Ministry of Education in China published Development Plan of Education Informatization Decade(2011—2020), Which put forward education informatization into national informatization development strategy. Since then the theory and practice of education informatization have been discussed in academic circles. Specialists in info education presented the new theory of info education, which combines the modern educational theory and modern information technology. The new theory has a guiding role in modern education.

In the process of informatization, college English teaching, as a required course for almost all non-English major students, goes ahead and many universities have established English digital teaching platform to facilitate college English teaching. Through the platform students carry out the individualized learning free from time and space. Students can also choose the materials that suit their level of learning, and solve the problems in learning through online communication with teachers and other students. So it seems that education informationization characterized by E-learning college English teaching provides a better language learning environment for English learning and promotes the new round of college English teaching reform.

However new problems arise. Although the web-based teaching mode of College English is open, rich in content and with a large amount of information, students often feel lost facing "overloaded information". The lack of emotional communication with teachers and classmates also makes them lost on the direction, or the learning task assigned by the teachers since they can not understand their teachers exactly. Ironically students don't know what to do in a network class. In most cases autonomous study in network class is not only monotonous and inefficient, but also in the long run, students will get distracted from the class and thus lose the interest of learning English, back to the negative reticence.

Another problem is the fragmentation of knowledge. The advantage of the network teaching is to provide learners with tremendous amount of information. Whenever students encounter a problem in learning English, they turn to the internet to get a random answer and solve the problem. This provides a convenience for both students and teachers. But the convenience may also dispense students with critical thinking because they assume they can find answer from the internet the first

time. The fragmented knowledge they get from the internet is unconscious and can't be transferred from surface-level into the depth-level purposefully and can't be assimilated into their own knowledge. Typically in network class students may learn various expressions but they can't put them in practical use.

Network teaching has become a remarkable symbol of the international informatization. Current studies have found digital campus has become an important element of the modernization of education and education informatization. Network teaching conforms to the cognitive theory and linguistic hypothesis to implement informatization in education therefore it makes theoretical and practical sense to study the education informatization in college English teaching.

## **Rationale**

English teaching in China has been drawn much attention in the past decades and scholars in this field have carried out a series of research in the improvement of teaching approach. Current research on college teaching absorbs the results of studies in linguistics, psychology, pedagogy and so on and the focus of research is from teaching to learning, which shows great concern for learners and learning process. Research on learners, learning strategies and learning environment has sprung up and many universities have set up modern teaching platforms to promote individualized learning. Generally modern college teaching is based on the following theories:

### **Theory of Constructivism Learning**

Over the past decades, emphasis in language teaching has shifted from instilling accurate language knowledge to fostering learners' mental construction of a second language acquisition under the influence of the Theory of Constructivism Learning[1]. The Theory of Constructivism Learning, a branch of cognitive theory was articulated by Jean Piaget, a Swiss psychologist. Piaget proposes that humans cannot be "given" information which they immediately understand and use. Instead, humans must "construct" their own knowledge.

The Constructivism Learning Theory holds that knowledge is not mainly acquired by teaching, but by the method of significance constructing in certain scenarios and social and cultural background, with the help of others (including teachers and learning partners) by using of the necessary learning resources. Human knowledge is not purely objective, independent form, but constructed in the process of interaction with the external environment. The process of the interaction between human and environment is the process of knowledge construction. According to the theory, when individuals construct new knowledge, there are two processes— assimilation and accommodation. Assimilation is the process of incorporating new information into an already existing framework without changing that framework, while accommodation refers to re-framing one's mental representation of the external world to fit new experiences.

Constructivism theory lays emphasis on student-center. Students are the active ones in knowledge learning and constructing, not the passive recipient from external laser and inculcation of knowledge objects. So in the learning process Students should be become the meaningful initiative ones and have to play the main role.

Constructivism theory also lays emphasis on the learning environment. Learning environment is the place of "discovery" and "exploration". In good learning environment, students can use various learning tools (including software tools) and information resources for learning, so as to achieve the desired learning objective.

### **The Affective Filter Hypothesis**

The Affective Filter Hypothesis is one of the five hypotheses of second-language acquisition developed by the linguist Stephen Krashen in the 1970s and 1980s. It is a hypothesis of second-language acquisition theory, and a field of interest in educational psychology. According to the affective filter hypothesis, emotional factors hinder or accelerate language acquisition in the process of second language acquisition. Affective filter is a kind of psychological obstacle that

reduces the amount of language input the listener is able to understand. Such negative emotions as anxiety, self-doubt, prevent efficient processing of the language input. They function as a filter between the speaker and the listener that reduces the amount of language input the listener is able to understand. If the filter is up, comprehensible input cannot get through; while learners with high motivation, high self-confidence and low anxiety can acquire a foreign language more successfully.

The Affective Filter Hypothesis focuses on the influence that affective factors have on language learning. The dominant affective variables include motivation, Self-confidence and anxiety. Learners with higher motivation, higher self-confidence and lower anxiety generally do better in second language acquisition.

So in an English classroom teachers should try to create a relaxing and natural environment, while learners should try to become motivated, confident, interested, and relaxed in the classroom under the help of the teacher.

### **Cooperative Learning Theory**

The cooperative learning is an interactive learning and teaching method, in which students work together in groups cooperating with each other in class to achieve the mutual goal so as to attain success. Cooperative learning is most different from traditional learning that students have to engage into both class tasks and group works at the same time, so it requires highly social skills for effective cooperation. There are five main elements of cooperative learning including positive interdependence, individual accountability, face-to-face group interaction, development of small group social skills and group processing[2]. Cooperative learning has been studied and practiced in different aspects of English class. It has been proved as a useful way to ease the classroom negative reticence and improve the efficiency of the English class though they have limitations[3].

Network environment provides new convenience for cooperative learning. The network provides rich information resources for cooperative learners, and it can also expand the scope of cooperative learning communication. At the same time, due to the richness of network resources, students can complete the collection and collation of information in a relatively short time, and devote more time and energy to interaction with their peers, thus deepening the participation. The cooperative learning model in the network environment can make the learner reflect his will and knowledge construction can occur more easily.

### **Theory of Informatization Education**

The Theory of Informatization Education is the combination of modern educational theory and modern information technology. Since the dawn of the 21st century the tide of education informatization has been surging in China. Studies on the theory and practice of education informatization have been made and a systematic theory is gradually formed[4].

The theory points out that the full application of information technology will ultimately promote education reform and development by optimizing the educational resources, focusing on training and improving information literacy. The ultimate result of education informatization is omnidirectional informationized education.

In general in the era of rapid development of science and technology, the network environment provides new connotation and characteristics for foreign language learning in China. First the network environment accords with the theory of language learning. Massive learning resources make comprehensible input possible for individual learner and develop a personalized learning environment. Second the network environment expands the breadth and depth of the cooperative learning model. The traditional cooperative learning mode provides characteristics of convergence and high degree of separation between group members. This cooperation mode leads to the limitations of the learner's cooperative communication. Under the network environment the cooperation can cross the class. Thus through network learners can realize the willingness of cooperation and knowledge construction more easily. Third with the development of theoretical research a constantly improved theory will be presented by experts in informatization education so language learning in China gets better support in theory and technology[5].

## **Guided Design and Practice on College Teaching Methods in Informatization Era**

The information-based teaching method is the future trend of college English teaching and learning reform which calls for a transformation from the old teaching ideas into new ones. In informatization era, MOOCs(massive open online courses), Micro-Lecture, and Flipped Classroom have become hot words and have been applied widely in college English teaching. These information-based teaching methods promote students to study independently. But if the students are not well disciplined in such learning condition they are likely to be in a state of free and slack, since most students have formed the passive study habit in their early study and can not adapt to the new learning mode. In addition another factor, the teachers need to be taken into consideration. So a variety of factors, such as learners learning environment and so on should be considered implementing a new learning mode.

Traditional English writing teaching is featured with teacher-centered mode, with the teachers explaining followed by students' task writing. In traditional classroom students are required to complete the writing task under the teacher's key teaching points and sample composition. Then they submit their composition to the teacher and get a score or sometimes a remark from the teacher. The students are often frustrated by writing and feel inefficiency in writing improvement. Information-based teaching takes advantages of both traditional writing teaching and new online teaching. English writing teaching can be improved as follows in the context of informationization:

### **Before -class: Micro-lesson Design**

This is the preparation stage of English writing teaching. At this stage the teacher needs to design a micro-lesson, which covers writing techniques, writing theory, knowledge and some sample sentence patterns. Then the teacher posts the well- designed micro-lesson on the Internet and assigns the students to watch the micro-lesson video and complete the writing task on the internet. The students can watch the micro-lesson video repeatedly and submit their own composition through the Internet. Online review (some online writing submission and corrections available Online corrections: <https://www.pigai.org>; <https://www.mosoteach.cn>)

### **During - class: Discussion and Explanation**

Classroom teaching consists of two steps: discussion and evaluation. On the basis of the students' online study and completion of the first draft before class, in class, The main task of the teacher is to show and discuss the students' completion of the task before class. Students share their writing experiences and discuss problems and difficulties in writings in group and the teacher manages to find solution and evaluation in return. At this stage the teacher need to conclude some outstanding problems in the process of writing welcoming words in class such as language points, writing skills, etc. and explain in details.

### **After - class: Reflection and Revision**

Students are required to further modify the manuscript and complete the final "rewrite" step through the network based on peers' assessment and teacher's evaluation. At this stage the system and teacher give the final remarks and scores. The teacher selects several higher score works on the platform and the students can get enjoy and encouragement from excellent works.

### **Discussion and Suggestion**

The combination of traditional teaching method and modern Internet technology, i.e online and offline combination, makes it possible to improve the English writing teaching environment and innovate the teaching methods. Students will feel less anxious and much interested in their English writing since there no time limitation and much resources to choose.

The original purpose of the above guided design was to improve students' writing skills. In future practical teaching it is suggestive we pay attention to the following aspects. First teachers should pay attention to the revision of compositions since students need to practice repeatedly to master relevant writing skills and methods. Second teachers should pay attention to questions raised by students. Through careful answering students' questions teachers can alleviate the anxiety of students and

students gain the initiative to learn. Third teachers should supervise their students since online-learning requires strong self-control and autonomy.

### **Conclusion**

The information age provides a variety of teaching methods for English learners with rich information resources and shared resources and expands the scope of learning exchanges. MOOCs, Micro-Lesson and Flipped Classroom will have a transformative effect to modern college English teaching reform in China. However great attention should be paid to all students since students play a key role in language learning. First it's necessary for researchers to investigate more affective factors, for the teaching guided by the affective filter hypothesis theory is effective in English learning and is helpful for improving students' achievements. Students with stronger motivation, keen interests and self-confidence are willing to work harder and gain higher proficiency in language learning. Second much attention should be paid to serious problematic situation of students' negative reticence and their passive attitude toward the English in network classroom. The supervision from the teacher can never stop. For those of the low level, the teacher should encourage them and be patient with them, waiting for their answers and their growing. Only with the strong supervision from the teachers and full participation and communication from students can we get great achievement and realize informationized education in English teaching.

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